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ABSTRACT

A carefully planned inservice education system should contain the following components: (1) Introduction: Committee Involvement. The system should be developed by a committee representative of the various levels of personnel who participate in the program and selected by prospective participants. (2) Philosophy. The inservice program should be based on a philosophy that has been approved by the district and that indicates the relationship between preservice and inservice education and recognizes means of assessing individual and group strengths and weaknesses. (3) Purposes and Goals. A major goal should be the acquisition of competencies needed to cope with professional tasks more successfully. (4) Design. The program should provide a wide variety of opportunities for personnel to meet individual and group training needs, should be cooperatively designed by the individual and the designated training personnel, should provide opportunities for individuals to identify their needs and develop appropriate programs in response to these needs, and the school district should have the resources to provide adequate professional training in the program. (5) Criteria for Assessing Needs. The program should provide for an objective assessment of individual and group needs and arrange these according to priorities for the long and the short term. (6) Administration. The system should indicate the role and responsibility of each participant in the development of individual programs, should provide a timetable showing the schedule for individual and group activities, and should reflect the systematic and continuous nature of professional development. (The interrelationship of these seven components is illustrated with a case history.) (MM)

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SYSTEMS APPROACH TO IN-SERVICE EDUCATION

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If industry placed as little emphasis as public schools upon training employees in the most recent technology, we'd be riding in model A cars and reading by kerosene lamps. The tragedy of the decade is that public schools which spend so much time in upgrading the education of a nation expend so little time and effort in upgrading their own employees. Without effective in-service education programs educators cannot perform at their peak efficiency.

Many of the difficulties that school districts have in coping with current problems stem from a failure to provide continuing training for teachers and administrators. Both the frequency and the types of unsolved educational ills of a school district are traceable to inadequacies in the in-service education program.

Almost every aspect of education is being criticized. Taxpayers are critical of being asked to increase financial support when economic conditions are unstable. Schools are being told to correct inequities in education and in educational opportunities. Students are condemning education for not meeting their needs.

During the 1960's school districts devoted considerable time and resources to teacher recruitment necessitated by excessive teacher turnover. Now that the teaching force is becoming less mobile, school districts must immediately redirect their efforts to upgrading and retraining teachers currently employed.

In-service education, long neglected, has been catapulted into the arena as an important component of teacher education. After a national survey of its members, one association indicated that teachers were dissatisfied with in-service

SP010 123

programs and placed them at the top of the list of professional deficiencies. It advocated establishing teacher centers as an "effort to achieve a larger measure of local association involvement and control over in-service programs." In-service education has become a major item in teacher negotiations and contracts. It has become a legal mandate in some states and laws are being proposed in others.

In-service education has always been important to teachers. They have attended workshops, meetings, conventions and taken college courses--mostly at their own expense. The programs have been organized by districts or colleges and universities--mostly with little attention to job relatedness.

Now that the spotlight has been focused on in-service education, struggles over its control and governance threaten to divide the profession. One group advocates teachers determining their own needs and planning their own programs. Another group maintains that in-service education must be based upon a more objective evaluation of the strengths and weaknesses of individuals. Administrators charged with the responsibility for improving the instructional program insist that, if in-service education is made available, it must be mandatory. Others are contending that it should be voluntary.

The demand for in-service training has caused school districts to launch into various kinds of programs and systems. Many are not prepared to provide adequate programs. They have not completed the requisite steps necessary to develop a successful in-service program.

An effective in-service education program must be an integral part of a carefully planned total program based upon clearly defined position descriptions and a valid system of evaluation. Since many school districts have not delineated

the role of personnel and developed a valid system of evaluation, they have not prepared the foundation on which to base an effective system of in-service education.

A carefully planned in-service education system should contain the following components. Exhibit A indicates important criteria considered in determining the components.

Introduction: Committee Involvement. The system must be developed by a representative committee. This section should contain criteria for the selection and composition of the committee. The committee must be representative of the various levels of personnel who participate in the program. Committee members must be selected by prospective participants.

Philosophy. The in-service program must be based upon a philosophy which has been approved by the district. The philosophy should indicate the relationship between preservice and in-service education and recognize means of assessing individual and group strengths and weaknesses.

Purposes and Goals. This section lists the purposes and goals of in-service education. A major goal should be the acquisition of competencies needed to cope with professional tasks more successfully.

Design. This section lists the personnel to receive the training, who will determine the kinds of training, and the training resources available. The program should provide a wide variety of opportunities for personnel to meet individual and group needs. It should permit individualized and group programs cooperatively designed by individuals and designated personnel. The system must be based upon the work day of each participant. School districts must have resources to provide adequate professional training in the identified areas.

Criteria for Assessing Needs. This section should contain a discussion of the methods used in determining the training needs of individuals who participate in the program. Provisions to list needs in order of priority and according to long and short term needs must be made.

Administration. This section indicates how the program is to be implemented and administered. It must make provisions for a timetable showing the schedule for group and individual activities and reflect the systematic continuous nature of professional development.

Evaluation of the System. The program must provide criteria for evaluation of the system and for follow up studies on individual participants.

The diagram Exhibit B, Systems Approach to Planning In-Service Education, shows the interrelationship of the components.

Assess Teacher Competencies (1). Teacher competencies must be evaluated in terms of expected teacher performance as expressed in the philosophy of teacher role definition previously adopted. The techniques of assessment should include a variety of evaluative devices--observations, check lists, interviews, but these tools should be clearly stated as part of the program.

Identify Teacher Needs (2). Teacher needs can most effectively be determined through evaluations by the evaluatee (self evaluation) and by an evaluator. A concensus concerning needs should be reached through conferences and discussions.

Develop In-Service Education in Terms of Teacher Needs (3). The most effective program is based upon individual needs and includes a variety of ways to increase efficiency--reading, travel, workshops, seminars, noncredit courses, graduate courses.

Determine Training Priorities (4). Needs do not have to be ranked but should be arranged in some order of priority. First consideration must be given to remedying the deficiencies which most seriously affect the evaluatee in the performance of duties. Meeting some needs may require a short period of time while others may require a longer period.

Establish Criteria to Determine When Needs are Met (5). Training programs must not only indicate priorities but criteria to determine when needs are met. Criteria may vary widely but the more effective ones include evaluator observation and examination of the areas involved.

Develop Schedule for Completion of the Program (6). The time schedule for completion of the program must be reasonable. It must be recognized that some weaknesses are readily correctable while others require longer periods. Serious deficiencies in preparation may require complete retraining in certain areas.

Perform Thorough Evaluation (7). After the program has been developed, the schedule followed, and the training completed, an evaluator must perform a thorough evaluation of the in-service program itself. The major purpose of this evaluation is to determine the effectiveness of the program in improving competencies in the predetermined areas. The program must be evaluated in terms of the goals it was designed to accomplish.

Feed Back Results and Modify (8). When the goal of improving competencies has not been met, the in-service program planned for the individual must be redesigned.

The interrelationship among the components becomes more apparent through an illustration. David Smith is a history teacher in the Stone County School District. Stone County has developed position descriptions for each job, an evaluation system,

and an in-service program. Criteria and devices required in the assessment of individual competencies include self-evaluation and an evaluation by the supervisor. In a conference between David and the supervisor, both agreed that David was ineffective in challenging students with high achievement ability. Together they developed an in-service program to assist him in overcoming this weakness. The program included an investigation of methods of planning programs and teaching high achievers and developing multi-level materials for students. First David would investigate program planning, then develop a multi-level unit. As a long-range priority, he would enroll in a course in curriculum for the gifted at a local university.

The criteria agreed upon to determine when the training needs have been met included scheduling a revisit to the classroom, a conference to determine progress, and registration for a formal course. The training schedule was to be completed by March. At that time the program was to be evaluated and changed if necessary.

The in-service education model has been developed and an illustration given because an evaluation of a system must be based upon predetermined criteria. Exhibit C contains criteria which have been developed to evaluate an in-service education program in a school district. The evaluative criteria are grouped according to the system components and consist of a list of questions which are to be checked yes or no.

Each question is based upon an important concept of in-service education. Under Philosophy, item (e) asks if the philosophy has been based upon an assessment of competencies and an identification of individual needs. One question under Design asks if the design of the program has been based upon documented,

demonstrated needs. The questions under assessing needs deal with criteria to determine when needs have been met. Effective administration and orientation are essential if the in-service program is to be effective. The system must provide means for its own evaluation and modification. Since each question deals with an essential concept, in-service programs not rated "yes" on all questions should be carefully studied and modified.

Since 1968, the College of Education at Clemson University has been applying these principles in working with school districts and other educational agencies. The College, upon request, assists in evaluating educational needs and in developing programs to meet the special needs of each school district. If the participants desire a formal course, the school district contracts with the University to provide the training.

The time is ripe for educational improvement, but public education cannot be improved through destructive criticism nor through a piecemeal legislative approach. Instructional improvement only occurs when personnel become better informed and more productive and are able to deal more effectively with the myriad problems thrust upon the public school system.

An effective in-service program integrated as a part of ongoing classroom instruction has great potential for instructional improvement. It can be a major instrument for assisting persons to cope with professional tasks more successfully, improving individual competencies, and providing new knowledge and teaching strategies needed to challenge the changing requirements of students in our educational system.

SYSTEMS APPROACH TO PROFESSIONAL DEVELOPMENT

An effective professional development program should contain the following sections:

A. INTRODUCTION

This section should include criteria for the selection and composition of a committee to develop the program and the procedures used in its development.

Criteria #1.

The composition of the committee should be representative of the various levels of personnel expected to participate in the program and committee members should be selected by prospective participants.

B. PHILOSOPHY

This section should contain the philosophy of professional development recommended by the committee and approved by the district. It should indicate how needs for in-service education are determined: (needs assessment, supervisor rating etc.).

Criteria #2.

The professional development program must be based upon the philosophy adopted by the district.

Criteria #3.

The professional development program must be constructed upon the preservice program and include valid means of assessing individual and group strengths and weaknesses.

C. PURPOSES AND GOALS

This section lists the purposes and goals of the professional development program.

Criteria #4.

An effective program must result in the acquisition of competencies needed to cope with professional tasks more successfully.

D. DESIGN

This section lists the personnel to receive training; who will determine the kinds of training; and the resources available.

Criteria #5.

The program must provide a wide variety of opportunities for personnel to meet individual and group training needs.

Criteria #6.

The individualized program should be cooperatively designed by the individual and other designated personnel.

Criteria #7.

The system must provide opportunities for individuals to identify their needs and assist them in developing responses to needs.

Criteria #8.

The school district must have the resources to provide adequate professional training in the proposed program.

Criteria #9.

The program must be based upon the work day of the participant.

Criteria #10.

Professional training must be related to the total development of overall competencies as well as specifically improving or acquiring skills.

E. CRITERIA FOR ASSESSING NEEDS

This section should include a list of the methods used in determining needs of persons participating in the professional development program.

Criteria #11.

The program must provide for an objective assessment of individual and group needs.

Criteria #12.

Needs should be arranged in priority order for both long term and short term needs.

F. ADMINISTRATION

This section should indicate how the program is to be implemented and administered.

Criteria #13.

The program must clearly outline the procedures to follow in requesting or engaging in the various activities.

Criteria #14.

The system must indicate the role and responsibility each participant is to have in developing the individual program.

Criteria #15.

A time table showing the schedule for group and individual activities must be provided.

Criteria #16.

The schedule should reflect the systematic, continuous nature of professional development.

Criteria #17.

The system must provide for an orientation to acquaint personnel with the professional development program.

G. EVALUATION OF THE SYSTEM

The program must provide criteria for evaluation of the professional development system.

Criteria #18.

The program must be evaluated in terms of the improvement shown in performing the tasks of the position.

Criteria #19.

The program must include criteria for follow-up studies and the use of the results in modifying the system.

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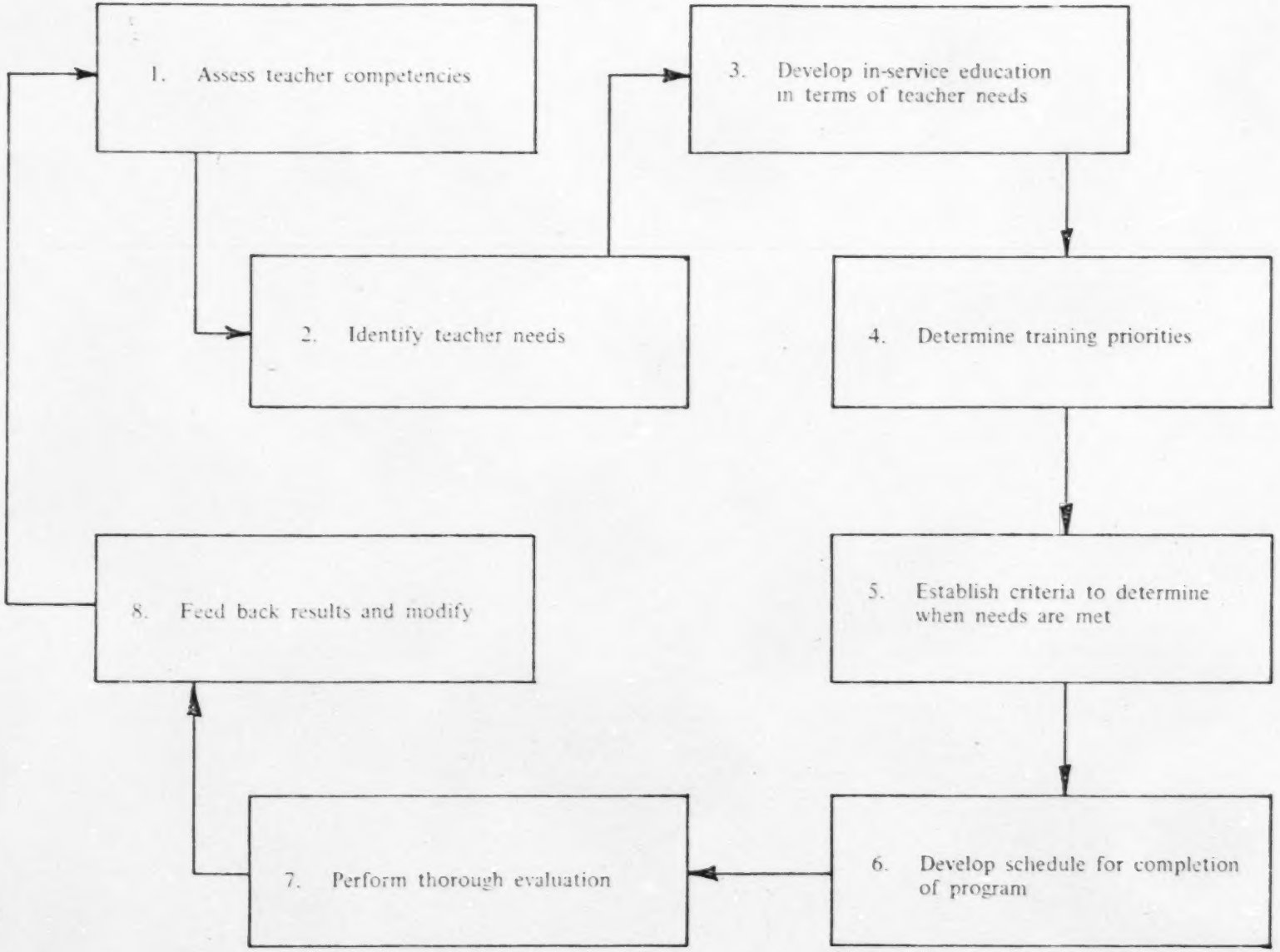
EXHIBIT B


1. Assess teacher competencies
2. Identify teacher needs
3. Develop in-service education in terms of teacher needs
4. Determine training priorities
5. Establish criteria to determine when needs are met
6. Develop schedule for completion of program
7. Perform thorough evaluation
8. Feed back results and modify

SYSTEMS APPROACH TO PLANNING IN-SERVICE EDUCATION

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CRITERIA FOR EVALUATING AN IN-SERVICE EDUCATION SYSTEM

	Yes	No
1. COMMITTEE		
(a) Does the composition of the committee responsible for developing the system reflect the various levels of personnel who are to participate?		
(b) Have representatives from each of the various levels of personnel who are to receive the training participated in the selection of the committee?		
(c) Has the committee been given a time schedule for the development and evaluation of the system?		
(d) Has the committee been given adequate instructions concerning its responsibilities and the procedures to be followed in developing the system's policies and guidelines?		
2. PHILOSOPHY		
(a) Does the professional development philosophy contain a rationale for the system?		
(b) Are the sources of input data into the program broad enough to insure effectiveness of the program?		
(c) Is the program based upon the articulation between preservice and in-service education?		
(d) Have the duties and responsibilities of participating personnel been clearly delineated?		
(e) Is the in-service education philosophy based upon an assessment of competencies and identification of individual needs?		
(f) Does the system require the development of an individualized program tailored to the identified needs of each participant?		
3. GOALS		
(a) Are the goals of the in-service education system clearly defined?		
(b) Does the in-service education system provide the means for achieving the goals?		
4. DESIGN		
(a) Does the program specify who is to participate?		
(b) Does the program provide a wide variety of activities designed to meet individual and group training needs?		
(c) Does the program provide training for total development as well as specific improvements or acquisitions of skills?		
(d) Does the program relate directly to the realities of the position?		

	Yes	No
(e) Does the system provide for the cooperative development of individualized and group programs?		
(f) Is the program based upon documented, demonstrated needs?		
(g) Are adequate resources available to provide the required professional training?		
(h) Has the program been cooperatively planned by the individual participant and designated personnel?		
(i) Has the program been planned in relationship to the work day of the participant?		
5. CRITERIA FOR ASSESSING NEEDS (a) Is the system based upon a valid assessment of individual and group needs?		
(b) Does the program permit ordering long term and short term needs according to priorities?		
(c) Is the program based upon a valid assessment of the strengths and weaknesses of each participant?		
(d) Does the program require establishing criteria to determine when needs are met?		
(e) Does the system require developing for each participant a schedule for completion of the program?		
6. ADMINISTRATION (a) Does the system provide for orientation to acquaint participants with the program?		
(b) Does the program outline the procedures to follow in requesting various kinds of activities?		
(c) Does the system provide for a time table indicating the schedules for individual and group activities?		
(d) Does the system provide for the distribution of a copy of the program to each person involved in it?		
(e) Are the roles of the personnel involved in executing the in-service education program clearly delineated?		
7. EVALUATION (a) Does the system provide for evaluation and modification of the program?		
(b) Does the program provide criteria for follow-up studies and use of the results in modifying the system?		

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